

Central Park Nursery Ltd

Inspection report for early years provision

Unique Reference Number	EY331228
Inspection date	02 April 2008
Inspector	Olwen Pulker
Setting Address	Central Park Nursery, 8 Hawksworth Road, Central Park, TELFORD, Shropshire, TF2 9TU
Telephone number	01952 292092
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Registered person	Central Park Nursery Ltd
Type of inspection	Integrated
Type of care	Full day care, Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Central Park Nursery has been operating since 1995 but registered under the present ownership in 2006. It operates from purpose-built premises within a commercial centre in Telford town and serves the local and wider community. A maximum of 105 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 281 children aged from 3 months to 11 years on roll. This figure includes 26 children who attend the Out-of-School provision. There are 45 children receiving funding for nursery education. The nursery currently supports children who speak English as an additional language.

The nursery employs 30 staff. Of these, 26 work directly with the children and all hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for within a clean and hygienic environment. Good procedures are in place for sick and infectious children which help prevent the spread of infection and help to keep children healthy. At least one member of staff with a first aid qualification is on duty in each care room ensuring that children are treated appropriately when accidents occur. Staff adhere to a sound nappy changing procedure and children are provided with freshly laundered sheets and blankets on the sleep mats. Outdoor shoes are not worn in the baby and toddler rooms ensuring that the children are able to play and explore on clean flooring. Children practise good personal hygiene through their daily routines; they wash their hands after using the toilet, before eating and after messy play and are provided with soap and a plentiful supply of paper towels as well as moist wipes to clean their faces. Visits from a dental nurse inform the older children about the importance of good dental hygiene.

Staff work in partnership with parents to meet children's dietary needs and are attentive to the needs of the young babies, implementing their individual routines. Mothers who are breast feeding are welcome to visit freely, they are provided with comfortable seating where they can relax with their babies. There is a daily diary which is used to inform parents about the quantity and type of food consumed. Drinks are offered regularly throughout the session and children know they can ask for a drink when they need one. The nursery has received a platinum award under the Healthy Eating scheme and children benefit from a healthy diet. They enjoy a varied menu of freshly prepared balanced meals and all snacks and meals comply with any special dietary requirements to ensure children remain healthy. Cooked lunches are provided daily and a selection of sandwiches and fresh fruit are served at teatime. A variety of fresh and dried fruits are offered to children at snack times.

Staff use 'Birth to three matters' guidance well to provide a range of physical play experiences for babies and children to age three. All are able to rest and be active according to their needs. Children have good opportunities to learn about keeping healthy through regular exercise. The use of physical play equipment and the enthusiastic participation in outdoor games promotes their physical development. Their coordination and spatial awareness develops as they enjoy using a variety of wheeled toys and ball games. In addition to the outdoor play area children have regular sessions in the soft play and ball pool room. Weekly visits from a dance teacher gives the three and four-year-olds good opportunities to be creative through musical movement.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a welcoming, secure and safe environment. The main entrance door is locked and clearly visible from the reception desk ensuring no unauthorised persons can gain access. Visitors are required to enter their arrival and departure times in a dedicated notebook in the foyer. Doors to individual rooms are fitted with both high and low-level handles or keypad systems which contribute to children's security. Rooms are well-ventilated and large windows provide good levels of natural lighting. Premises are welcoming to both parents and children with a wealth of displays in all rooms and corridors of children's work or information which contributes well to children's safety and well-being.

Children have access to a variety of good quality, well-maintained resources which are developmentally appropriate. These are stored in low-level units and clear plastic boxes so that children can see what is available and easily access whatever they wish during free play activities. A selection of resources are made available to the younger children and placed on the floor where they can safely reach them.

Risks of accidental injury to children are minimised because staff are vigilant and use thorough risk assessments to reduce potential hazards. However, at the time of this inspection, a small table had been left at the bottom of the steps leading to the toilets and nappy changing area in the Twos room creating a potential obstruction or hazard to children coming down the steps unaided. Also, the rail holding the dressing-up clothes came apart and collapsed when children were fetching costumes. Fire precautions are in place and evacuation procedures are available in every room. Fire drills are practised very regularly so that staff and children know what to do in the event of evacuation. There are good arrangements in place to protect children when they are collected by adults other than their parents or carers. Nursery vehicles are well-maintained and fitted with belts and appropriate seating so that children attending after school can be transported safely.

Children are well-protected by staff who have a clear understanding of child protection. Comprehensive and effective policies and procedures are in place to promote and give high priority to children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children enter the group confidently and enjoy their time in the setting. An effective key person system ensures that babies and toddlers are cared for by consistent staff, whenever possible. They receive lots of cuddles and enjoy the positive interaction with staff which increases their sense of trust and well-being. They benefit from routines which are similar with their experiences at home and staff are attentive to their needs. Babies investigate the sounds and actions of manufactured toys interest, attempting to press buttons and turn knobs. They relish opportunities presented by messy play, chortling happily as they use their senses of touch and taste to explore custard. Staff plan a wide range of interesting experiences and activities to help children learn through their play and support them well as they begin to take their first tentative steps.

Older children have positive relationships with staff and receive comfort and attention when they need support. They play happily together and with adults, using resources such as puzzles, making models and role play equipment. Children's language and communication skills are promoted well by staff, through constant conversation and story sessions. Musical activities include singing and action rhymes which also contribute to children's developing communication skills. Exploration with paint, dough and sand helps children represent their experiences, feelings and ideas in a variety of ways.

Older children attending the out of school crèche enjoy playing pool or board games, watching television or being involved in creative activities. Those attending during the school holidays benefit from trips to local museums and children's attractions. Regular visitors share their skills with the children, introducing handicrafts such as knitting.

Nursery Education

The quality of teaching and learning is good. Children are making good progress towards the early learning goals. Staff have a good knowledge and understanding of how children learn and use the stepping stones to clearly identify children's achievements. Planning is good, links clearly to the six areas of learning and ensures a wide range of activities and experiences are provided to extend children's learning. Staff knowledge of individual children along with observations and assessments of children's attitude to learning are used well to inform planning for children's next steps in learning. Activities are revisited each term to help consolidate children's learning. Staff engage in children's play and challenge children by good use of questioning to extend children's learning. Behaviour is managed well and this results in a calm and caring environment for children.

Children are excited and motivated to learn, they enjoy new experiences with enthusiasm. They form good relationships with staff and their peers which promotes their sense of well-being. Children are developing their independence through participation in routine activities such as pouring their own drinks at snack time and mastering the fastening of coat zips or buttons before going out to play. Children are keen to help; they willingly put toys away at tidy-up time and become competent at using a dustpan and brush to sweep spilt sand into the bin. However, some three-year-olds are unable to identify the correct storage drawer when putting toys away and place items in the wrong drawer. Consequently, these items are not easily located by children wishing to play with them. During 'free play' they identify their choice of activity from a selection of labelled picture cards mounted on a pin board. Children are becoming confident speakers and initiate and continue conversations with others. They concentrate well during circle time, listening attentively to stories and singing their favourite songs and rhymes with confidence. The pre-school rooms have comfortably furnished 'book corners' which children use frequently. They show a good interest in books, handle them well and enjoy borrowing books of their choice from the library van. Most children are able to recognise their names on their name cards and drawers. They are beginning to link sounds to letters and to write their own names with good support from staff. Some of the older children are able to write their names and words such as 'mummy' and 'daddy' neatly using well-formed letters. However, paper and pencils are not routinely available in the home corner and children are not encouraged to 'write' during role play.

Children have good opportunities to develop simple calculation skills during their daily routine as well as through set activities. They are becoming familiar with concepts of 'more or less than' when deciding how many potatoes they want for lunch and how many fewer children attend the afternoon session after some leave at lunchtime. Resources such as cubes, compare bears and an abacus are used effectively to count and calculate.

Children are learning to speak French and a selection of dual language books helps raise their awareness of other cultures as does food tasting and various craft activities, such as making face masks for Chinese New Year. Children have good opportunities to use information and communication technology (ICT) through use of a computer, they gain good mouse control and learn where to place the disc in the disc-drive.

Children move confidently and are developing good coordination skills, they show a good awareness of space and handle a range of tools and small equipment well. They enjoy making models with recycled materials. Children express themselves freely through painting and enjoy exploring many different textures such as sand, clay and collage. Children's imagination is well developed as they take part in role play, musical movement and play musical instruments.

Helping children make a positive contribution

The provision is good.

Children are valued and respected as individuals. Information provided by parents is used well to meet individual needs and routines. Children are able to play with all age-appropriate toys, regardless of gender. Multi-cultural resources such as posters, jigsaws, books and dolls reflect positive images of culture. The children have extensive opportunities to learn about themselves, each other and the world around them through planned activities. They are encouraged to use mirrors to view themselves when drawing and colouring self-portraits using people paints and card. Invited visitors to the nursery, for example a lady with her guide dog, help children develop a positive attitude to others. There are appropriate arrangements in place to support children with learning difficulties and/or disabilities and also children who speak English as an additional language. Staff ensure they work with parents and other professionals to meet each child's needs.

Behaviour is good with children developing positive relationships with other children and staff who use appropriate techniques to foster positive behaviour. Children are constantly encouraged and praised and their efforts are acknowledged through displays of their own work and photographs. They take turns and share and even the younger children initiate and help others at tidying-up time. Children's spiritual, moral, social and cultural development is fostered.

Parents receive good written information on how the setting operates and have access to all policies and procedures. Daily verbal feedback and the sharing of diaries produced for the younger children ensure parents are informed about what their children have been doing whilst attending. Staff actively seek parents' views about their children's needs and interests before the child starts at the setting and on a regular basis throughout their time there. Regular newsletters keep parents informed of the activities and events within each of the settings and how they can become more involved. A detailed and effective complaints procedure is in place. The partnership with parents and carers who receive nursery education funding is good. They receive clear information on the educational programme provided for their children and are kept informed about their children's progress as staff share developmental records with them at parent consultation meetings. An 'open-door' policy is maintained to enable parents to talk to staff if they wish to do so. Staff ensure that all parents know how their children are progressing and developing. Children benefit greatly from the involvement of their parents in projects, which contributes to their good health, safety, development and learning.

Organisation

The organisation is good.

The leadership and management of the setting is good. The management team have a clear understanding about the service their setting provides and have a sound overview of what can be done to further meet the needs of the children and parents. For example, following the visit by the dental nurse, tooth brushes are to be provided for children to clean their teeth after meals. Consultation with parents allows them to be aware of these needs on an ongoing basis. Children are comfortable within a secure environment and benefit from a stable staff group who enjoy caring for children. Systems are in place to ensure that staff are aware of current good practice guidelines and can develop and extend their experience, for example through training and access to childcare publications. Staff appraisals, team meetings and a clear management structure all help to ensure that staff remain committed to providing an exciting, happy and comfortable environment for the children in their care. Staff work well together as a team and this supports a happy, relaxed and caring environment for children.

All staff working with children have appropriate childcare qualifications and have a commitment to accessing ongoing training. Good child to staff ratios mean that children have good individual attention where required and this helps them to develop well. Good procedures are in place for ensuring that children are cared for by staff who have had appropriate experience, enjoy working with children and have completed appropriate checks.

Documentation, policies and procedures are organised very well and are clearly working documents. Regular review of procedures ensures that these documents work in practice, with involvement from all staff so that they are clear about what is expected. All legally required documentation which contributes to children's health, safety and well-being is in place and is regularly reviewed. Records relating directly to children are stored confidentially and in line with requirements.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection the provider agreed to ensure health and hygiene routines are promoted at all times by encouraging children to wash their hands before eating and reduce the risk of cross-contamination by ensuring babies do not share dummies. Staff ensure children's hands are washed or cleaned before mealtimes and parents are requested to have dummies on ribbon or tape which can be attached to their clothing thereby ensuring that dummies cannot be shared.

The provider also agreed to make more opportunities for the reinforcement of mathematical concepts during routine activities. Children now successfully use numbers and calculation during their daily activities, such as at mealtimes and registration.

Finally, the provider agreed to increase the opportunities for children to make independent choices about what they want to do within child-initiated times by ensuring they can easily identify resource boxes from their labels. This has been achieved in most areas of the nursery by the addition of pictorial labelling to the toy storage boxes. However, some children in the Three's Room are unable to identify the correct storage drawers when tidying away toys due to the limited method of labelling and therefore this remains a recommendation from this inspection.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that hazards to children in the Twos room are minimised with reference to the placing of furniture and the construction of the clothes rail.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- provide opportunities for children to develop their early writing skills within free play activities in the home corner
- organise and label materials so that three-year-olds know where to get things from and where to put them away.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk